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ABSTRACT

This report on workshop activities of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) meeting in Fresno, 1977, concerns the updating and expansion of the Foods and Nutrition modules and the four remaining core modules, and also a review, discussion, and revision of the objectives for those modules. The MATCHE purpose and process are explained and are accompanied by a chart illustrating the MATCHE components. Objectives for the expanded modules are evaluated, and include tables and rating questionnaires. Appended are a schedule of workshop events, a chart illustrating MATCHE modules, explanation of how objectives were evaluated, an evaluation form, a list of workshop participants, a brief introduction to competency-based objectives, and the results of the MATCHE IV workshop evaluation. (Other area workshop proceedings [CE 019 896-898] are also available, along with the resulting learning modules [CE 019 901-967] and strategies for tying MATCHE to PHA-HERO [CE 019 900].) (CT)

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MATCHE

MANAGEMENT APPROACH TO TEACHING CONSUMER AND HOMEMAKING EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROCEEDINGS

MATCHE IV WORKSHOP

FRESNO, CALIFORNIA SEPTEMBER 23, 1977

CE 019 999

TABLE OF CONTENTS

	Page
INTRODUCTION	ii
REVIEW OF MATCHE PURPOSE AND PROCESS	1
EVALUATION OF OBJECTIVES FOR EXPANDED MODULES	6
APPENDICES	
A. Program	44
B. MATCHE Chart	45
C. Assignment and Evaluating Objectives	46
D. Evaluation Form - MATCHE Workshop IV	48
E. Workshop Participants	49
F. A Brief Introduction to Competency-Based Objectives	50
G. Evaluation of Matche IV Workshop	51

CE 019 899

Introduction

During the past three years, segments of the MATCHE curriculum have been updated and expanded. The contract with the Bureau of Homemaking Education, California State Department of Education, MATCHE IV 1977, called for the updating and expansion of the Foods and Nutrition MATCHE modules and the four remaining CORE modules.

The specific purpose of a one-day MATCHE workshop held in the fall of 1977 was to review, discuss and revise, as needed, the objectives for the specified modules. Participation in the workshop was limited to ten module writers, six high school home economics teachers, and six home economics education students at California State University, Fresno. These proceedings include copies of materials used in the workshop and the result of the workshop.

For any reader interested in procedures for the development of new curriculum, it is suggested that the Proceedings of Workshop entitled MATCHE I (1975), MATCHE II (1976), and MATCHE III (1977) as well as Proceedings of the Common Core Curriculum for Vocational Education be reviewed.

Copies of these may be obtained from:

Dr. Gwen Cooke, Project Director
Home Economics Department
California State University, Fresno
Fresno, California 93740

MATCHE - Management Approach to Teaching Consumer Homemaking Education.

During Phase I, a state of the art was made.

> "This status study yielded similar findings to the study of course offerings at Cal Poly and confirmed the Bureau of Homemaking Education's original four areas of concern: although an adequate course of study was offered to prepare graduates to teach homemaking in middle class communities, there was a shortage of courses dealing with the occupational approach, consumer needs, youth group organizations, and ways of reaching the economically depressed area student. The curriculum proposed, therefore, was thought to have the potential for becoming an integral part of projected educational needs for all teacher education programs as well as current California home economics teachers in the 1970's."[1]

The MATCHE curriculum is based upon approximately 400 instructional objectives written and selected by special committees. These selected objectives cover each subject area of home economics and home economics education, and were written according to the four objectives derived from the Vocational Education Amendments of 1968.

The MATCHE curriculum emerged as a three-dimensional model with the five subject areas of home economics (housing, foods and nutrition, textiles and clothing, human development, and management) as the columns. The objectives emphasizing consumer education in all areas of home economics, providing relevant programs for persons from economically depressed areas, and establishing home economics-related occupational programs became the strands of the curriculum; the remaining emphasis on FHA-HERO, the youth organization, became the third dimension to be integrated in all cells of the model.

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[1] Ibid.

REVIEW OF MATCHE PURPOSE AND PROCESS

Maurine Vander Griend

This year is the final stage of the third phase of the MATCHE project: the completion of all modules and dissemination of MATCHE.

What is MATCHE: It is an individualized, competencybased, preservice home economics curriculum. The term MATCHE is an acronym:

M anagement
A pproach to
T eaching
C onsumer and
H omemaking
E ducation

MATCHE had its beginning in 1971 when the Bureau of Homemaking Education asked the Department of Home Economics at California State Polytechnic University to submit a proposal for the updating of the preservice homemaking curriculum for the 1970's. The curriculum model was to deal with the specific emphasis of the Amendments of the Vocational Education Act 1968. As Ruth James, past chairperson, Home Economics Department, California Polytechnic, stated in her reports: [1]

> "The project was visualized in three phases. Phase I, the planning phase, would include the selection of a management firm, the creation of an advisory committee, the selection of a faculty task force and the writing of objectives for the proposed curriculum. Phase II, a concerted effort would be made to develop the materials further. Phase III, would involve the implementation of the program by California Polytechnic home economics department."

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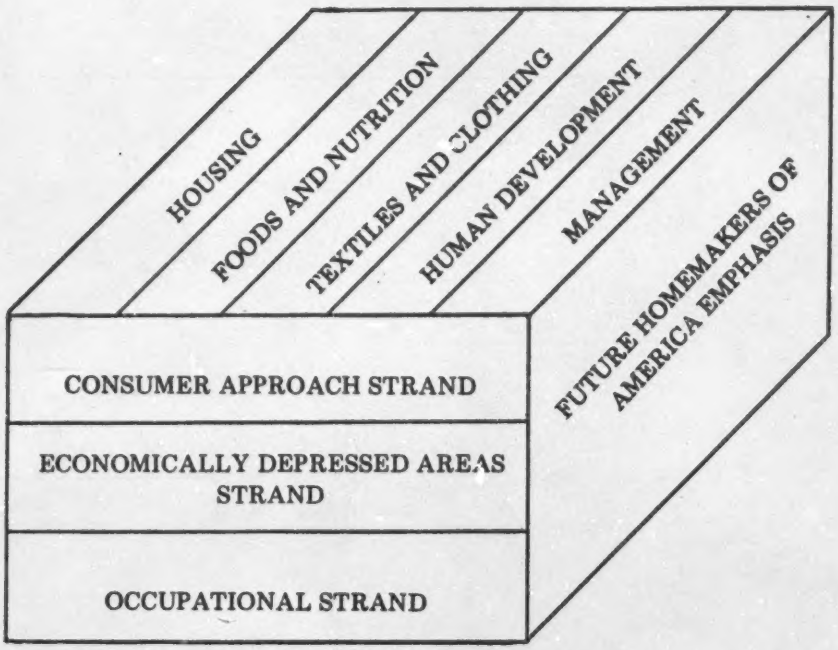
[1] Proceedings MATCHE I Workshop 1975.



Further, each area package or each cell includes several modules. The MATCHE chart (Appendix B) lists the modules developed for each strand. Some of the modules have an asterisk. This indicates an expanded module. The following chart outlines the content of the expanded and nonexpanded modules.

MODULES

*Expanded	Nonexpanded
Title	Title
Module objectives	Module objectives
Module overview	Module overview
Module pre/posttest	*****
Units	Units
Unit objectives	Unit objective
Unit overview	Unit overview
Lessons	*****
Suggested resources	Suggested resources
Narrative summary	*****
Suggested activities	*****
Lesson progress check	*****
Unit progress test	*****
FHA emphasis objectives	FHA emphasis objectives

The Consumer Approach strand as defined in the Guidelines (1974) is: "designed to assist preservice education students in learning the consumer aspects of various content areas." The Economically Depressed strand is "designed to assist preservice education students in developing and implementing programs for persons from economically depressed areas...." The Occupational strand is "designed to assist preservice students to meet the qualifications for teaching Home Economics Related Occupational programs."[1]

Each strand has a cell called the CORE, based on instructional objectives that relate to teaching home economics education and/or to all home economics subject areas, a package of modules for each of the five areas of home economics, and a set of FHA-HERO objectives.

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[1] Guidelines for Use and Continuous Development. Bureau of Homemaking Education, California State Department of Education, Sacramento, California, 1974.

With this modular organization and format, it is easy to modify a module, to revise it, to add or delete units, to add or delete objectives, to add or delete activities, and to keep materials and resources current.

MATCHE is a very flexible curriculum. There is no set sequence. Student preference may be considered and the instructor's preferred teaching style may be used in planning the organization of a course.

To review, MATCHE is a curriculum designed for home economics education students at the preprofessional level. It is designed for the upper division program or for junior and senior students. It is assumed that students enrolling in the MATCHE curriculum would have had the basic courses in design and color; housing and interior design; human growth and development; management; marriage and personal relationships; foods and nutrition; philosophy; goals and values; psychological and economic factors of community and shelter; food and clothing; textiles and clothing; urban and rural sociological problems; and basic courses in education. It is not a total curriculum.

Since time did not permit the full development of all modules, the nonexpanded modules plus some dissemination have been the basis of the MATCHE projects during the last three years.

The purpose of the workshop this fall is to review and update, if needed, the objectives written for the foods and nutrition modules and for the remaining nonexpanded CORE modules.

EVALUATION OF OBJECTIVES FOR EXPANDED MODULES

Terry Newell, Ph.D.

The major purpose of the MATCHE IV workshop held on September 23, 1977 was to evaluate the 92 objectives which formed the basis of the remaining unexpanded modules in the Foods and Nutrition subject matter area (ten modules) and the remaining unexpanded modules in the Common Core area (four modules). Participants at the workshop consisted of seven authors, six high school home economics teachers, six graduate students in Home Economics Education and one regional supervisor.

These participants were divided into three groups based on their expressed interests in various aspects of Home Economics. The groups were termed the CONSUMER group, EDA group and OCCUPATIONAL group. Each group consisted of those individuals who were to write modules in that area plus two teachers and two students who had expressed an interest in that aspect of Home Economics Education.

Each participant was given a complete set of the 92 objectives. Each group was asked to evaluate those objectives related to the modules assigned to the group.

The CONSUMER group rated objectives 1-27 and 71-76.

The EDA group rated objectives 28-36 and 77-92.

The OCCUPATIONAL group rated objectives 37-70.

Each participant rated each of their assigned objectives on three aspects. These aspects were:

1. How clear and well written is the objective?
2. How relevant is the objective to future Home Economics teachers?

3. Should the objective be kept, revised or eliminated?

Each aspect was rated on a 1 to 5 scale with 1 indicating a well written, relevant item that should be kept in the module and a 5 indicating a poorly written, not relevant item that should be eliminated. Special IBM coding sheets were used to make the ratings and a subsequent computer analysis was completed.

Consumer Group

Exhibit I which follows immediately this section of the evaluation lists each of the objectives evaluated by the Consumer panel. For each item, the mean rating by the group for each of the original objectives is given. The first number is the rating for writing, the second number is for relevance and the third number is for whether the item should be kept. A rating is circled if the standard deviation was greater than 1.20; a circled rating thus indicates that there was some disagreement about that aspect of the objective.

Approximately ten days after the workshop, each writer was sent a copy of those rating pertinent to their module(s) and was asked to utilize these ratings in revising the objectives and organizing the module.

After individually rating the objectives, each group met to discuss their ratings and to revise, reorganize and/or modify the objectives and the modules. The page following the ratings of the original objectives contains the revised objectives as submitted by the panel. The module writers were also given copies of the revised objectives. The ultimate selection and statement of the objectives was left to the writer.

To provide a more global analysis and summary of the evaluation of the objectives, tables were prepared which give the means and variances

across all of the objectives in a module or module unit. Table 1 provides this information for the modules rated by the Consumer group. In general, objectives for Modules C-1 (Sociological, Environmental and Ecological Factors), C-2 (Consumer Protection Agencies), C-3 (Planning Meals) and C-5 (Food Prices) were highly rated. The objectives were considered to be relevant for future Home Economics teachers. However, the objectives for Module C-6 (Food Selection and Purchase) were rated poorly. Objectives 24, 25, and 26 were deemed not very relevant and/or poorly written. Items 23 and 27, however, were considered relevant and it was felt they should be kept. Consequently, a decision was made to incorporate these objectives into Module C-5. The objectives for the Common Core Module CC-1 (Consumer Rights and Responsibilities) were also given rather low ratings, but there was much variability. The panel finally decided to alter the objectives to include consumer actions and delete item 76 dealing with industry procedures. Ultimately, the module was reduced to four objectives which emphasized the ability of the student to describe situations where consumer action is necessary and the ability of the student to utilize consumer-oriented resources in the community.

Since the entire notion of "consumerism" has undergone marked changes and emphasis over the past few years, it is of interest to note that in this module the necessity for evaluation of the objectives was great. The evaluation process developed for the workshop seemed appropriate for the detection of this change and the revision of the approach taken in the module.

TABLE 1

Summary of Ratings of Foods and Nutrition Objectives for MATCHE Modules: CONSUMER STRAND

Module		Aspects			
		Writing	Relevance	Keep	Combined
C 1: Sociological, Factors (Objectives 1-5)	$\bar{x}$	2.00	1.54	1.62	1.72
	s	0.42	0.67	0.66	0.43
C 2: Consumer Protection Agencies (Objectives 6-9)	$\bar{x}$	2.21	1.57	1.62	1.80
	s	1.24	0.63	0.66	0 84
C 3: Planning Meals (10-14)	$\bar{x}$	2.08	1.53	1.91	1.84
	s	0.99	0.83	1.02	0.95
C 5: Food Prices (15-21)	$\bar{x}$	1.75	1.60	1.57	1.64
	s	1.10	0.79	0.76	0.88
C 6: Food Selection/ Purchase (22-27)	$\bar{x}$	2.40	2.25	2.14	2.26
	s	1.31	1.27	0.98	1.18
CC 1: Consumer Rights/ Responsibilities (71-76)	$\bar{x}$	2.65	2.25	1.91	2.27
	s	1.38	1.18	1.07	1.21

Exhibit I

MODULE C-1: SOCIOLOGICAL, ENVIRONMENTAL AND ECOLOGICAL FACTORS RELATED TO FOOD

Item Number

	(1)	C-1		The MATCHE student will be able to recognize and identify technological advances and current sociological trends
(2.1)	1.7	1.4		which promote development in food processing, acceptance of a variety of food forms, and changes in patterns of consumption.
	(2)		1.1	The MATCHE student will be able to identify several technological advances that have promoted the new
1.8	1.7	1.6		food processing developments and explain how they have had an effect on food products and acceptance by the consumer.
	(3)		1.2	The MATCHE student will be able to identify several current sociological trends that have promoted the
1.8	1.3	1.7		new food processing developments and explain how they have had an effect on food products and acceptance by the consumer.
	(4)		1.3	The MATCHE student will be able to identify several current patterns of food consumption in the United
(2.1)	1.4	1.7		States and describe how these are changing.
	(5)		1.4	The MATCHE student will be able to explain how current sociological trends have affected food con-
2.0	1.6	1.7		sumption patterns and promoted their change.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit I (con't)

Foods and Nutrition Objectives

MODULE C-1: SOCIOLOGICAL, ENVIRONMENTAL AND ECOLOGICAL FACTORS RELATED TO FOOD (REVISED)

Item Number

(1) C-1 The MATCHE student will be able to describe the effects of technological advances and current sociological trends which influence food processing, acceptance of foods, and changes in consumption patterns.

(2) 1.1 The MATCHE student will be able to describe technological advances that influence the new food processing developments, the effect on food products and acceptance by the consumer.

(3) 1.2 The MATCHE student will be able to describe current sociological trends that influence the new food processing developments, the effect on food products and acceptance by the consumer.

(4) 1.3 The MATCHE student will be able to describe changes in food consumption in the United States.

(5) 1.4 The MATCHE student will be able to describe current sociological trends and the influence on food consumption patterns.

Comments:

The Foods and Nutrition Panel questioned why the importance of these factors are not mentioned.

Exhibit I (con't)

MODULE C-2: CONSUMER PROTECTION AND REGULATORY AGENCIES RELATED TO FOODS

Item Number			
	(6)	C-2	The MATCHE student will be able to determine the effectiveness of Federal, state, and local agencies which work
(2.1)	1.9	1.6	toward the protection of consumers in their purchase of foods by identifying a consumer problem which exists in the community, contacting the appropriate agency, specifying that agency's responsibilities, and evaluating the action taken by that agency.
	(7)		2.1 The MATCHE student will be able to identify and evaluate the Federal agencies which work toward
(2.4)	1.4	1.6	the protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.
	(8)		2.2 The MATCHE student will be able to identify and evaluate the state agencies which work toward the
2.0	1.4	1.6	protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.
	(9)		2.3 The MATCHE student will be able to identify and evaluate the local agencies which work toward the
2.3	1.6	1.7	protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit I (con't)

MODULE C-2: CONSUMER PROTECTION AND REGULATORY AGENCIES RELATED TO FOODS (REVISED)

Item Number

(6) C-2 The MATCHE student will be able to develop an awareness of the responsibilities and limitations of Federal, state, and local agencies which work toward the protection of consumers in their consumption of foods by identifying a consumer problem and taking the appropriate action.

(7) 2.1 Should be revised and written according to C-2.

(8) 2.2 Should be revised and written according to C-2.

(9) 2.3 Should be revised and written according to C-2.

(originally written)

(7) 2.1 The MATCHE student will be able to identify and evaluate the Federal agencies which work toward the protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.

(8) 2.2 The MATCHE student will be able to identify and evaluate the state agencies which work toward the protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.

(9) 2.3 The MATCHE student will be able to identify and evaluate the local agencies which work toward the protection and guidance of consumers in their purchase of foods and to list the responsibilities of these agencies.

Comments:

The Foods and Nutrition Panel commented that only purchasing was emphasized. Should emphasize the responsibilities of the consumer concerning foods.

Exhibit I (con't)

MODULE C-3: CONSUMER ASPECTS IN PLANNING MEALS

Item Number

	(10)	C-3A		The MATCHE student will be able to formulate and apply principles of menu planning to suit each individual's physiological needs, with consideration of social, psychological, sociocultural, and socioeconomic aspects and without being influenced by mass media information which may be misleading.
(2.4)	1.1	1.7		
	(11)		3A.1	Given a description of a family of four, the MATCHE student will be able to plan a series of diverse meals for the family on low, middle, and high income budgets. All menus must meet minimum nutritional standards except where the student can justify a temporary variation to a nutritionist's satisfaction.
2.3	1.7	2.1		
	(12)		3A.2	The MATCHE student will be able to describe the effects of mass media on meal planning and food purchasing activities of individuals and families and will analyze these factors in terms of the effect on the food purchasing dollar.
1.9	1.6	(1.9)		
	(13)	C-3B		The MATCHE student will be able to list sources of reliable nutrition information, including books, professional journals, commonly available magazines, and publications from government, professional, and private organizations.
1.4	1.8	(2.0)		
	(14)		3B.1	Given various books and pamphlets from government, professional, and private organizations with content on nutritional standards and needs, the MATCHE student will be able to identify and evaluate the content of each as reliable or unreliable, and identify those which would be understandable and valuable for the consumer.
2.0	1.6	1.8		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit I (con't)

MODULE C-3: CONSUMER ASPECTS IN PLANNING MEALS (REVISED)

Item Number

(10) C-3A The MATCHE student will be able to apply principles of menu planning to suit each individual's needs, with consideration of physiological, psychological, cultural, and socioeconomic aspects.

(11) 3A.1 Should be rewritten according to C-3A.

(12) C-3B The MATCHE student will be able to locate sources of nutrition information and develop evaluation criteria.

(13) 3B.1 Given various books and pamphlets from government, professional, and private organizations with content on nutritional standards and needs, the MATCHE student will be able to apply the criteria to evaluate the content of each as reliable or unreliable, and identify those which would be understandable and valuable for the consumer.

Comments:

Mass media?

(11) 3A.1 originally written -

Given a description of a family of four, the MATCHE student will be able to plan a series of diverse meals for the family on low, middle, and high income budgets. All menus must meet minimum nutritional standards except where the student can justify a temporary variation to a nutritionist's satisfaction.

Exhibit I (con't)

MODULE C-5: INFLUENCES ON FOOD PRICES

Item Number

	(15)	C-5A	The MATCHE student will be able to identify and explain how various general factors and advances in food tech-
2.1	1.9	1.7	nology influence food prices.
	(16)		5A.1 The MATCHE student will be able to identify and give examples of various general factors which
1.7	1.9	1.9	influence food prices, such as legislation, food technology, and the economy.
	(17)		5A.2 The MATCHE student will be able to identify and give examples of various specific factors which
1.3	1.6	1.4	influence food prices, such as supply, sales and specials, where you shop and when, quantity and quality buying, name brands, and the state or form of the food you purchase.
	(18)	C-5B	Given a representative sample of packaged foods commonly available at a supermarket, the MATCHE student will be
2.0	1.1	1.4	able to calculate the actual price per pound or ounce that is being paid for each particular food and make a comparison of the actual value of the ingredients in the product.
	(19)		5B.1 The MATCHE student will be able to explain the concept of unit pricing and how it benefits the
1.4	1.1	1.1	consumer.
	(20)		5B.2 Given samples of the same food packaged in different quantities and prices, the MATCHE student will
1.4	1.3	1.4	be able to calculate the actual price per pound or ounce of food in each sample, state the differences in price per pound or ounce according to quantity purchases, and determine the "best buy."
	(21)		5B.3 The MATCHE student will be able to determine the actual cost of the ingredients in convenience
(2.4)	(2.3)	2.0	foods and will explain reasons for the differences in the cost of ingredients and the purchase price.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit I (con't)

MODULE C-6: INFLUENCES ON FOOD SELECTION AND PURCHASE

Item Number		
	(22) C-6	The MATCHE student will be able to explain in writing three factors which would influence family food selection and purchase in each of the following: interest, money, equipment and utilities, storage space, availability of food items, assistance, capability, advertising, and marketing practices.
(3.1) 1.9 1.7		
	(23) 6.1	Given a case study, the MATCHE student will be able to recommend purchasing practices to be followed in the selection of food in relation to storage and keeping qualities to provide maximum savings and utilization of the food dollar.
(2.4) 1.6 1.3		
	(24) 6.2	After accompanying three individuals through a shopping activity, the MATCHE student will be able to identify and evaluate the factors which influenced selection and purchase decisions made by the individuals.
1.4 (2.6) (1.3)		
	(25) 6.3	The MATCHE student will be able to research marketing practices designed to influence the food purchaser and will develop a unit to effectively combat or utilize these practices.
(2.6) (2.1) (2.7)		
	(26) 6.4	After researching current studies and literature, the MATCHE student will observe specified individuals in marketplace situations and identify the practices which validate the student's research.
(2.9) (3.3) (3.4)		
	(27) 6.5	Given samples of each of the types of foods, the MATCHE student will be able to describe consumer legislation, packaging, labeling laws, grades of food, and dating codes that relate to the samples.
2.0 1.4 1.4		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

The objectives of Modules C-5 and C-6 have been revised and combined into one module.

Exhibit I (con't)

MODULE CC-1: CONSUMER RIGHTS AND RESPONSIBILITIES

Item Number

(71) CC-1 (2.5) (1.8) 1.7 The MATCHE student will be able to identify, combine, and organize consumer rights and responsibilities into a useable form which can serve as a guide for realistic consumer action and decisions by pupils in consumer and homemaking classes.

(72) (2.3) 2.2 1.3 1.1 The MATCHE student will be able to define each of the consumer rights and describe their implications in terms of themselves, the individual consumer, the business community, the overall economy, and the environment.

(73) (1.8) 1.7 (1.8) 1.2 The MATCHE student will be able to explain legislation enacted to protect consumer rights.

(74) (2.3) 1.8 (1.8) 1.3 The MATCHE student will be able to describe the corresponding responsibilities of consumers in exercising their rights.

(75) 3.5 2.8 (2.2) 1.4 The MATCHE student will be able to determine whether his/her consumer actions or the actions of others are in accordance with consumer responsibilities and will be able to describe situations resulting from acceptance or rejection by the consumer of his/her responsibilities.

(76) (3.5) (3.2) 2.7 1.5 The MATCHE student will be able to identify policies and procedures of industry that deserve consumer understanding and respect.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit I (con't)

MODULE CC-1: CONSUMER RIGHTS AND RESPONSIBILITIES (REVISED)

Item Number

(71) CC-1 The MATCHE student will be able to identify the situations where consumer action is necessary and could identify various action to solve the problem, and choose the best possible and be able to carry through.

(72) 1.1 The MATCHE student will be able to be aware of his/her consumer rights and describe their implications in terms of themselves, the individual consumer, the business community, the overall economy, and the environment.

(73) 1.2 The MATCHE student will be able to locate and utilize resources pertinent to a consumer problem including legislation enacted to protect consumer rights.

(74) 1.3 The MATCHE student will be able to select the best possible action and carry through.

Comments:

EDA Group

The second group of raters worked on two modules from the EDA strand (E-2 and E-3: Objectives 28-36) and three modules from the common core area (EC-1, EC-2 and EC-3: Objectives 77-92). Exhibit II presents the original objectives and the mean rating of each objective on the criteria of writing, relevance and whether the item should be kept. The revised objectives, where available, are given on the pages following the original objectives.

Table 2 presents the summary of the ratings across all of the objectives. Module E-2 (Low Income Food Patterns) was rated quite high on all 3 criteria and relatively little change was made in the objectives. In item 30, the notion of developing a promotional program was deleted and in item 31 the rather vague instruction to analyze and describe the importance of food as a socialization and communication tool was revised to require the student to write an essay.

In general, Module E-3 (Meal Management on a Low Income) was also highly rated on the three criteria. Item 32 the module overview objective was rewritten. Item 35 was rated as rather awkwardly written but the panel was unable to generate a clearer alternative and the item was not changed.

The objectives for the modules in the Common Core subset were not as highly rated as those in the subject matter areas. For Module EC-1 (Characteristics of Economically Depressed Areas) item 78 which was rated as not very relevant was combined with item 79. Module EC-2 (Life Style Characteristics) was extensively revised. Items 84 and 85 were omitted and, in an effort to reduce the length of the module, item 88 which was rated lower than the other remaining items relative to keeping it, was also deleted. Relatively little change was made in Module EC-3 (Community Resources) although item 91 was considered the least relevant item.

TABLE 2

Summary of Ratings of Foods and Nutrition Objectives for MATCHE Modules: EDA STRAND

	Module		Aspects: Writing	Relevance	Keep	Combined
E-2:	Low Income Food Patterns (Objectives 28-31)	$\bar{x}$	1.65	1.67	1.15	1.49
		s	0.90	0.80	0.37	0.69
E-3:	Meal Management on a Low Income (32-36)	$\bar{x}$	1.46	1.60	1.24	1.43
		s	0.72	1.01	0.46	0.73
EC-1:	Characteristics of EDA (77-82)	$\bar{x}$	1.78	1.80	1.53	1.70
		s	1.10	0.94	0.74	0.92
EC-2:	Life Style Characteristics (83-89)	$\bar{x}$	2.07	1.60	1.27	1.64
		s	1.05	0.53	0.45	0.67
EC-3:	Community Resources (90-92)	$\bar{x}$	1.86	1.63	1.13	1.54
		s	1.22	0.81	0.24	0.76

Exhibit II

MODULE E-2: LOW INCOME FOOD PATTERNS

Item Number

(28) E-2 The MATCHE student will be able to describe the various low income food patterns most prevalent in the area.

1.3 (2.2) 1.0 The student will describe the role food plays in family life and how the patterns affect the behavior and health of the individual or family.

(29) 2.1 The MATCHE student will be able to identify and describe ten characteristics of the food consumption
1.8 1.3 1.2 patterns of groups from economically depressed areas and will relate these to the health and behavior characteristics of the various individuals.

(30) 2.2 The MATCHE student will develop a basic food pattern for each of two low income cultural groups that
1.7 2.0 1.2 meets basic nutritional requirements and preferences of that cultural group. The student will then develop a promotional program or series of lessons for introducing that concept at the elementary school level, intermediate school level, and the secondary/adult levels.

(31) 2.3 The MATCHE student will analyze and describe the importance of food as a socialization and communica-
1.8 1.2 1.2 tion tool, citing examples from references and indicating implications for classroom teaching.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit II (con't)

MODULE E-2: LOW INCOME FOOD PATTERNS (REVISED)

Item Number

(28) E-2 The MATCHE student will be able to describe the various low income food patterns most prevalent in the area. The student will describe the role food plays in family life and how the patterns affect the behavior and health of the individual or family.

(29) 2.1 The MATCHE student will be able to identify and describe characteristics of the food consumption patterns of groups from economically depressed areas and will relate these to the health and behavior characteristics of the various individuals.

(30) 2.2 The MATCHE student will develop a basic food pattern for each of two low income cultural groups that meets basic nutritional requirements and preferences of that cultural group. The student will then develop a series of lessons for introducing that concept at the elementary school level, intermediate school level, and the secondary/adult levels.

(31) 2.3 The MATCHE student will relate in an essay the importance of food as a socialization and communication tool, citing examples from references and indicating implication for classroom teaching.

Exhibit II (con't)

MODULE E-3: MEAL MANAGEMENT ON A LOW INCOME

Item Number

(32) E-3 The MATCHE student will be able to assist economically depressed area individuals in using their food dollar.

1.3 (2.0) 1.2 The student will be able to assist in the development of a food buying plan, guide a group in a comparison shopping experience, demonstrate skills in the preparation of low cost meals, and analyze food storage capabilities of a family in an economically depressed area.

(33) 3.1 Given the opportunity, the MATCHE student will be able to assist a person who has never shopped for more than $10 worth of groceries at one time in spending $50 obtained in food stamps. The MATCHE student will assist in such a way as to enable the recipient to cope alone the next time.

1.2 1.0 1.3

(34) 3.2 On a trip to a specific market, the MATCHE student will be able to guide a group of economically depressed area women in a comparison shopping experience which should include:

1.0 1.8 1.2

1. identification of lower priced food items which provide good nutrition and descriptions of the preparation or use of each item.
2. recognition of items which increase the food budget and are classified as "empty calorie foods."
3. recognition of food items which are likely to increase food costs and recommendation of suitable substitutes.
4. identification of nonfood items that are often included in the food budget.
5. introduction to unfamiliar foods.
6. recognition of gimmicks and merchandising techniques which are used to entice the buyer.

(35) 3.3 The MATCHE student will be able to demonstrate practical food preparation skills related to three low income ethnic groups utilizing limited facilities and equipment, methods of preparation appropriate to the specific group, and simplified instructions or graphics for bilingual audiences.

(2.3) (1.4) 1.5

Exhibit II (con't)

MODULE E-3 (continued)

	(36)		3.4	The MATCHE student will be able to analyze the food storage capabilities of an economically depressed area family and will be able to analyze how these storage capabilities affect the purchase of food items and the ability to take advantage of food sales. The student will develop alternatives for storage problems and situations to assist the family in extending the food dollar.
1.5	1.8	1.0		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit II (con't)

MODULE E-3: MEAL MANAGEMENT ON A LOW INCOME (REVISED)

Item Number

(32) E-3 The MATCHE student will be able to assist a low income individual in the development of a food buying plan, guide a group in a comparison shopping experience, demonstrate skills in the preparation of low cost meals, and analyze food storage capabilities of a family in an economically depressed area.

(33) 3.1 Given the opportunity, the MATCHE student will be able to assist a person who has never shopped for more than $10 worth of groceries at one time in spending $50 obtained in food stamps. The MATCHE student will assist in such a way as to enable the recipient to cope alone the next time.

(34) 3.2 On a trip to a specific market, the MATCHE student will be able to guide a group of economically depressed area individuals in a comparison shopping experience which should include:

1. identification of lower priced food items which provide good nutrition and descriptions of the preparation or use of each item.
2. recognition of items which increase the food budget and are classified as "empty calorie foods."
3. recognition of food items which are likely to increase food costs and recommendation of suitable substitutes.
4. identification of nonfood items that are often included in the food budget.
5. introduction to unfamiliar foods.
6. recognition of gimmicks and merchandising techniques which are used to entice the buyer.

(35) 3.3 The MATCHE student will be able to demonstrate practical food preparation skills related to three low income ethnic groups utilizing limited facilities and equipment, methods of preparation appropriate to the specific group, and simplified instructions or graphics for bilingual audiences.

Exhibit II (con't)

MODULE E-3 (continued)

(36) 3.4 The MATCHE student will be able to analyze the food storage capabilities of an economically depressed area family and will be able to analyze how these storage capabilities affect the purchase of food items and the ability to take advantage of food sales. The student will develop alternatives for storage problems and situations to assist the family in extending the food dollar.

Comments:

Exhibit II (con't)

MODULE EC-1: CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Item Number			
	(77)	EC-1	The MATCHE student will be able to investigate an economically depressed area to determine the characteristics of the area, its problems, its needs, and its community structure, and submit this information in a report to the instructor. The area selected must conform to established Federal guidelines and meet the criteria which qualify the area for EDA funded programs. The findings will be presented to an appropriate group.
1.5	1.7	1.7	
	(78)		1.1 The MATCHE student will be able to identify an economically depressed area based on established state guidelines and the criteria which qualify the area for EDA funded programs.
1.5	(2.7)	1.7	
	(79)		1.2 The MATCHE student will be able to describe the needs of an economically depressed area, based on residents' identified needs for transportation, recreation, housing, education, health, and medical services.
(1.7)	1.7	1.7	
	(80)		1.3 The MATCHE student will be able to determine the consumer protection needs of an economically depressed area by creating situations in which area families identify deceptive and fraudulent sales practices which are commonly found in the area.
(2.5)	1.7	1.8	
	(81)		1.4 The MATCHE student will be able to meet the consumer information needs of economically depressed area families by simplifying and clarifying current consumer legislation and information into language easily understood by the families, and/or an audio-visual presentation acceptable to the residents of the area.
1.3	1.3	1.3	
	(82)		1.5 The MATCHE student will be able to determine and verbally describe the leadership within an economically depressed area, and will identify at least two of the leaders within this structure, their arena of influence, and their impact on the establishment and implementation of programs and services.
(2.2)	1.7	1.0	

Exhibit II (con't)

MODULE EC-1 (continued)

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

MODULE EC-1: CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Revised not available

Exhibit II (con't)

MODULE EC-2: LIFE STYLE CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS

Item Number

(83) EC-2A
(2.2) 1.0 1.4
The MATCHE student will be able to describe the identifiable characteristics of various cultures or ethnic groups from economically depressed areas; how social, cultural, and economic factors influence these individuals and families; and state the implications this information has for program or curriculum development in consumer and homemaking education.

(84) EC-2B
(2.0) 2.0 1.4
The MATCHE student will be able to give examples of the hazards of generalizing about various groups (or stereotyping individuals) as applied to specific situations.

(85)
(2.7) (3.2) 1.6
2B.1 After working with individuals or families in an economically depressed area, the MATCHE student will be able to present a verbal correlation of the value systems of persons in an economically depressed area with those of a middle class area.

(86)
(1.8) 1.3 1.0
2B.2 After research and study from an instructor selected list of current books and articles describing the characteristics and environment of both urban and rural youth and families from economically depressed areas, and after personal investigation of an economically depressed area, the MATCHE student will be able to accurately analyze and report on conditions and characteristics unique to the following groups with respect to their attitudes, educational achievement, and social and vocational aspirations.

1. Blacks
2. Orientals
3. Chicanos
4. American Indians
5. Puerto Ricans
6. Cubans
7. Appalachian Whites
8. Migrants

(87)
(2.5) 1.3 1.0
2B.3 After investigating a particular area or community designated "economically depressed," the MATCHE student will be able to identify at least three minority or culture groups within that area, describe at least five cultural traits of each group, explain the implications of these social and cultural patterns to consumer and homemaking education, and suggest how the instructional program can be adapted to accommodate these traits.

Exhibit II (con't)

MODULE EC-2 (continued)

	(88)		2B.4	The MATCHE student will be able to identify and give examples of the economic factors which influence an individual or family from an economically depressed area, and will relate those factors to the opportunity for the individual or family to succeed in achieving upward mobility.
(2.0)	1.2	1.5		
	(89)		2B.5	The MATCHE student will be able to describe the effects of mass media (newspapers, magazines, radio, television, movies) on the goals and values of a family in an economically depressed area in relation to its degree of isolation with the larger community, and will be able to give examples of how mass media affects the family's life style.
1.3	1.2	1.0		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit II (con't)

MODULE EC-2: LIFE STYLE CHARACTERISTICS OF ECONOMICALLY DEPRESSED AREAS (REVISED)

Item Number

(83) EC-2A The MATCHE student will be able to describe the identifiable characteristics of various cultures or ethnic groups from economically depressed areas; how social, cultural, and economic factors influence these individuals and families; and state the implications this information has for program or curriculum development in consumer and homemaking education.

(84) EC-2B Omitted

(85 2B.1 Omitted

(86) 2B.2 After research and study from an instructor-selected list of current books and articles describing the characteristics and environment of both urban and rural youth and families from economically depressed areas, and after personal investigation of an economically depressed area, the MATCHE student will be able to accurately analyze and report on conditions both economic and environmental that are unique to the community.

1. urban
2. rural
3. migrant
4. the elderly

(87) 2B.3 After investigating a particular area or community designated "economically depressed," the MATCHE student will be able to identify at least three minority or culture groups within that area, describe at least five cultural traits of each group, explain the implications of these social and cultural patterns to consumer and homemaking education, and suggest how the instructional program can be adapted to accommodate these traits.

1. Blacks
2. Orientals
3. Chicanos
4. American Indians
5. Puerto Ricans/Cubans
6. Appalachian Whites

Exhibit II (con't)

MODULE EC-2 (continued)

(88) 2B.4 Omitted

(89) 2B.5 The MATCHE student will be able to describe the effects of mass media (newspapers, magazines, radio, television, movies) on the goals and values of a family in an economically depressed area in relation to its degree of isolation with the larger community, and will be able to give examples of how mass media affects the family's life style.

Comments:

Exhibit II (con't)

MODULE EC-3: COMMUNITY RESOURCES FOR ECONOMICALLY DEPRESSED AREAS

Item Number

(90) EC-3 The MATCHE student will be able to identify the available community resources in an economically depressed
(2.2) 1.3 1.2 area, and will be able to analyze those resources to determine the degree to which individuals and families utilize them and the level of success achieved by such utilization.

(91) 3.1 Given a list of twenty community resources or agencies which can assist individuals and families
1.4 2.3 1.2 in economically depressed areas, the MATCHE student will be able to locate and visit at least five of the agencies in an economically depressed area to become familiar with the services provided and the areas served, and will make at least one presentation to the class, an advisory committee, or community group based on the findings of the visitations.

(92) 3.2 Given an existing community in an economically depressed area, the MATCHE student will be able to
(2.0) 1.3 1.0 evaluate the facilities and agencies available to members of the area to determine their effectiveness for meeting the needs of area residents, and will propose at least two methods by which area residents can be made aware of those community resources and how a majority of the EDA families might be able to utilize these resources.

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Occupational Group

Of the three groups, the occupational group seemed to have the most problem rating and revising the objectives assigned to them. (Modules O-1, O-2, O-3: Objectives 37-70.) Inspection of Exhibit III will reveal that many of the means presented there are circled indicating marked variability. The group worked hard but ultimately reached no consensus and in essence, each writer was left to make the final decision as to the wording of the objective and as to its inclusion or exclusion. Only when the modules are submitted will the results of the process be available.

Table 3 presents the summary ratings of these modules. For Module O-1 (Occupational Opportunities) most of the objectives were considered relevant and should be kept; although item 40, concerning career ladders and lattices, was the most questionable item. Module O-2 (Food Service Operation) generated heated argument concerning Unit 2 (especially items 57-62) which some felt should be eliminated and others thought should be kept. Likewise, no consensus for Module O-3 (Food Service Management) was achieved. The relevance of items 68-70, relating to FHA-HERO chapters and career days, was thought to be irrelevant and those items should be dropped.

TABLE 3

Summary of Ratings of Foods and Nutrition Objectives for MATCHE Modules: OCCUPATIONAL STRAND

Module		Aspects: Writing	Relevance	Keep	Combined
O-1: Occupational Opportunities Units 1 & 2: (37-41)	$\bar{x}$	1.66	1.22	1.37	1.41
	s	0.84	0.43	0.52	0.60
Unit 3: (42-49)	$\bar{x}$	1.41	1.27	1.05	1.24
	s	0.81	0.42	0.39	0.20
Unit 4: (50)	$\bar{x}$	1.6	1.1	1.7	
Unit 5: (51)	$\bar{x}$	2.0	1.0	1.3	
O-2: Food Service Operation Unit 1: (52-55)	$\bar{x}$	1.21	1.46	1.43	1.37
	s	0.52	0.75	0.88	0.72
Unit 2: (56-62)	$\bar{x}$	1.22	1.22	1.81	1.42
	s	0.65	0.55	0.99	0.73
O-3: Food Service Management Unit 1: (63-67)	$\bar{x}$	1.60	1.60	1.80	1.67
	s	0.92	0.70	1.03	0.88
Unit 2: (68)	$\bar{x}$	1.9	2.6	2.3	
Unit 3: (69)	$\bar{x}$	1.6	2.3	2.6	
Unit 4: (70)	$\bar{x}$	2.3	2.6	2.2	

Exhibit III

MODULE O-1: OCCUPATIONAL OPPORTUNITIES RELATED TO FOODS AND NUTRITION

Item Number				
	(37)	O-1A		Given a list of jobs within the hospitality cluster, the MATCHE student will be able to identify occupations and
1.6	1.1	1.1		a sequence of the jobs on career ladders and lattices.
	(38)	O-1B		The MATCHE student will be able to identify and describe occupations related to a foods and nutrition area and
(2.3)	1.3	1.6		perform a task analysis based on a list of the entry-level skills required for at least five jobs.
	(39)		1B.1	The MATCHE student will be able to identify and describe major occupations in the food service
1.3	1.1	1.0		and hospitality industry, including an explanation of the entry-level skills required for each occupation.
	(40)		1B.2	The MATCHE student will be able to develop sequential possibilities, based on accepted career
(2.1)	1.4	1.9		ladders and lattices for food service occupations.
	(41)		1B.3	The MATCHE student will be able to prepare a job profile for at least five locally available job
1.0	1.1	1.3		opportunities in food service, stating the entry-level skill requirements, job description, and task analysis.
	(42)	O-1C		Under simulated conditions, the MATCHE student will be able to demonstrate entry-level skills required for
1.4	1.4	1.4		specific food service occupations, based on actual experience in the occupation.
	(43)		1C.1	The MATCHE student will be able to demonstrate the food preparation techniques which are performed in
(2.3)	1.4	1.3		food service establishments.
	(44)		1C.2	The MATCHE student will be able to demonstrate each of the tasks identified as "required" for
(1.6)	1.6	1.6		bus service.
	(45)		1C.3	The MATCHE student will be able to demonstrate the proper procedure for setting a table for different
1.0	1.4	1.0		types of service, such as formal, buffet, cafeteria, etc.
	(46)		1C.4	The MATCHE student will be able to demonstrate the correct techniques to use in taking orders, serving
1.0	1.1	1.0		food, and clearing tables.

Exhibit III (con't)

MODULE O-1 (continued)

	(47)		1C.5	The MATCHE student will be able to act as a restaurant host or hostess, make change accurately, and balance the cash with the day's tickets.
1.0	1.0	1.0		
	(48)		1C.6	The MATCHE student will be able to outline and demonstrate the correct procedure for use of equipment in commercial food establishments.
(1.7)	1.1	1.3		
	(49)		1C.7	The MATCHE student will be able to describe and demonstrate the safety precautions which food service employees must follow when handling and storing food, equipment, and utensils.
1.3	1.0	1.3		
	(50)		O-1D	The MATCHE student will be able to give detailed information and descriptions of safe food handling procedures and essential health and sanitation practices for food service, to include at least: 1) state and local food service regulations; 2) physical examinations, hygiene, and health; and 3) sanitary food practices and food contamination.
(1.6)	1.1	1.7		
	(51)		O-1E	The MATCHE student will be able to obtain as much actual work experience as possible in the hospitality industry to meet the requirements for certification and State Plan standards. (If the MATCHE student desires to teach an occupational program in this area, this objective must be met.)
(2.0)	1.0	1.3		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit III (con't)

MODULE O-2: OPERATIONS AND ACTIVITIES OF A FOOD SERVICE OPERATION

Item Number				
	(52)	O-2A	The MATCHE student will be able to draw an illustration which shows the appropriate space and equipment required	
1.0	1.6	1.6	for any of the work centers or areas of a food service operation, including: 1) preparation area, 2) major work centers, 3) salad area, 4) bakery and dessert area, 5) dishwashing area, 6) serving area, and 7) receiving and storage area.	
	(53)		2A.1 The MATCHE student will be able to identify the operations and activities which occur within the	
1.0	1.0	1.1	major work centers of a food service operation.	
	(54)		2A.2 The MATCHE student will be able to identify the space and equipment which are required for the	
1.3	1.4	1.4	major work centers of a food service operation.	
	(55)		2A.3 The MATCHE student will demonstrate how a high school foods laboratory can be adapted to an	
(1.6)	(1.9)	(1.6)	occupational food service program.	
	(56)	O-2B	The MATCHE student will be able to correctly identify the operations and activities which occur within any of	
1.0	1.0	1.1	the work centers or areas of a food service operation, including: 1) preparation area, 2) major work centers, 3) salad area, 4) bakery and dessert area, 5) dishwashing area, 6) serving area, and 7) receiving and storage area.	
	(57)		2B.1 The MATCHE student will be able to identify and describe the operations and activities which	
1.3	1.1	(2.0)	occur within the preparation area of a food service operation.	
	(58)		2B.2 The MATCHE student will be able to identify the operations and activities which occur within the	
1.3	1.3	(2.0)	salad area of a food service operation.	
	(59)		2B.3 The MATCHE student will be able to identify the operations and activities which occur within the	
1.3	1.3	(2.0)	bakery and dessert area of a food service operation.	
	(60)		2B.4 The MATCHE student will be able to identify the operations and activities which occur within the	
1.3	1.3	(1.9)	dishwashing area of a food service operation.	

Exhibit III (con't)

MODULE O-2 (continued)

	(61)	2B.5	The MATCHE student will be able to identify the operations and activities which occur within the serving area of a food service operation.
1.3	1.3 (1.9)		
	(62)	2B.6	The MATCHE student will be able to identify the operations and activities which occur within the receiving and storage area of a food service operation.
1.3	1.3 (1.9)		

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

Exhibit III (con't)

MODULE O-3: MANAGING A FOOD SERVICE OPERATION

Item Number

(63) O-3A The MATCHE student will be able to correctly list and justify budgetary items and budgetary procedures, and describe financial and managerial considerations for a food service or hospitality program.

(1.7) 1.4 1.3

(64) 3A.1 The MATCHE student will be able to correctly describe the financial and managerial procedures and policies for a food service operation.

1.6 1.7 (2.0)

(65) 3A.2 The MATCHE student will be able to describe a procedure to follow for each budgetary item of a food service operation.

(2.6) (2.4) (2.6)

(66) 3A.3 The MATCHE student will be able to plan a menu for a department store luncheon room and figure the cost per item per serving for each item on the menu, and will relate this to the profit margin of the establishment.

1.0 1.1 1.3

(67) 3A.4 The MATCHE student will be able to list and justify the budgetary items which are appropriate for a food service operation.

1.1 1.3 (1.8)

(68) O-3B The MATCHE student will be able to design and arrange work experiences for FHA-HERO chapter members interested in food and nutrition-related occupations.

(1.9) (2.6) (2.3)

(69) O-3C The MATCHE student will be able to locate at least five job openings in the community for food service occupations and present them at an FHA-HERO chapter meeting during a question, answer, and discussion session.

(1.6) (2.3) (2.6)

(70) O-3D The MATCHE student will be able to take part in planning and implementing a career-day activity for a school-wide assembly in which at least three guest speakers present job opportunities locally available in the areas of hospitality, industry and tourism.

(2.3) (2.6) (2.7)

Comments:

Numbers in the left margin indicate the mean rating of the objective on three criteria:

First number: How clear and well-written?
Second number: How relevant?
Third number: Should item be kept?

The lower the number the better the rating.
Circled numbers indicate notable variability in ratings.

EVALUATION OF MATCHE IV WORKSHOP

Participants at the workshop consisted of six university level instructors, six high school teachers in home economics, five graduate students in home economics education and one regional administrator. A relatively simple evaluation was conducted. Appendix D contains the instrument. Participants were asked to indicate the extent to which they were interested in competency-based approaches to Home Economics education and then were asked to indicate the value of the presentations and activities. An interest-value matrix can then be generated and is presented in Table 1. Thirteen out of eighteen (72%) of the participants gave the workshop the highest rating for value. Of the remaining participants, one teacher had little interest in competency-based instruction and, rather surprisingly, two of the five students were only somewhat interested in this method of instruction.

Participants were queried as to what they liked and disliked about the workshop. The most common response was that they liked the group activities and the opportunity to interact with colleagues. Others liked the introduction and information about MATCHE. The primary dislike (six people) concerned the complicated IBM sheets which were used for rating the objectives. Nine individuals (50%) said they had no dislikes.

All in all, the evaluator feels it was a very successful workshop and that much valuable information was obtained and exchanged.

APPENDICES

Appendix A

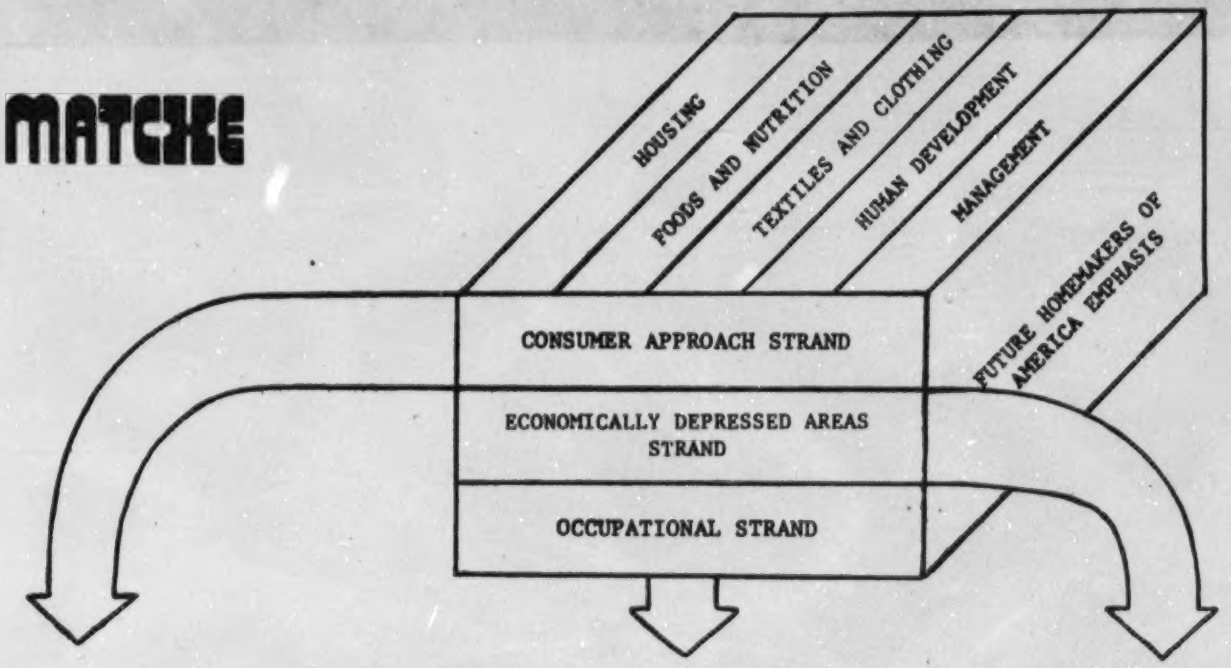
Program

MATCHE IV WORKSHOP

Airport Marina Hotel
September 30, 1977

9:00 a.m.	Registration
9:30 a.m.	Review of MATCHE purpose and process (Slides and cassette - what is MATCHE)
10:00 a.m.	Discussion - Common concerns about module writing - Panel Dr. Gwen Cooke, Dr. Terry Newell, Maurine Vander Griend (What to include, length of module, number of activities, including FHA activity, to include resources - to make modules as self contained as possible, objectives, etc.)
10:30 a.m.	Coffee Group work - Review of Foods and Nutrition objective and CORE objectives (6 groups)
11:45 a.m.	Lunch
12:45 p.m.	Group work - (2 groups join, compare and discuss two sets of objectives) 3 groups
1:45 p.m.	Discuss objectives with writers - final discussion on objectives
2:45 p.m.	Report - discussion
3:30 p.m.	Adjourn

Appendix B



CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS
Life Styles and the Consumer Community Consumer Resources Consumer Rights and Responsibilities *Incorporating the Consumer Approach in Homemaking Classes	*Analyzing Job Market Opportunities *Developing Occupational Programs *Implementing Occupational Programs *Evaluating Occupational Programs	Characteristics of Economically Depressed Areas Life Style Characteristics of Economically Depressed Areas Community Resources for Economically Depressed Areas *Developing and Implementing Programs for Economically Depressed Areas
AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
HOUSING Consumer Use of the Community Procedures for Selecting a Community Procedures for Selecting Housing *Shopping for a Home Loan Procedures for Selecting Furnishings Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING Occupational Opportunities Related to Housing and Home Furnishings Required Skills for Retail Sales of Home Furnishings and Related Household Items	HOUSING Low Income Housing Government Housing Programs *Low Income Furnishings

FOODS AND NUTRITION Sociological, Environmental, and Ecological Factors Related to Food Consumer Protection and Regulatory Agencies Related to Foods Consumer Aspects in Planning Meals *Cultural Food Patterns Influences on Food Prices Influences on Food Selection and Purchase	FOODS AND NUTRITION Occupational Opportunities Related to Foods and Nutrition Operations and Activities of a Food Service Operation Managing a Food Service Operation	FOODS AND NUTRITION *Food Availability in Economically Depressed Areas Low Income Food Patterns Meal Management on a Low Income
TEXTILES AND CLOTHING *Consumer Approach to Textiles and Clothing Sociological, Psychological, and Economic Factors Affecting Clothing Selection Clothing Needs of Individuals Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING Occupational Opportunities Related to Textiles and Clothing Custom-made and Assembly Line Garment Construction Merchandising Textiles and Ready-to-Wear	TEXTILES AND CLOTHING Clothing the Individual and Family *Utilizing Resources for Clothing and Textiles
HUMAN DEVELOPMENT Societal Changes Affecting the Family The Relationship between Spending Patterns and Interpersonal Relationships Financial Pressures and the Life Cycle *Individuals and Families in Crisis Consumer Aspects of Parenthood	HUMAN DEVELOPMENT Occupational Opportunities Related to Human Development Children's Center Aide Developing Programs for Preschool Children Convalescent Home Aide	HUMAN DEVELOPMENT *Characteristics of EDA Families The Child and the EDA Family Resources for the EDA Family
MANAGEMENT Relationship between National and Consumer Economics *Consumer Legislative Issues Environmental Issues and the Consumer Financial Management Credit Management View of the Dual Role The Metric System	MANAGEMENT Occupational Opportunities Related to Home Management and Supporting Services Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT Management Skills Money Management *Marketing Practices in Relation to Low Income Clientele

Appendix C

EVALUATING OBJECTIVES

1. You will be assigned to one of three groups based, hopefully, on your expertise and interest.

   Group I: Evaluate Items 1-27 and 71-76 (Consumer)
   Group II: Evaluate Items 38-36 and 77-92 (EDA)
   Group III: Evaluate Items 37-70 (Occupational)

2. You will be given three IBM sheets. Please use a Number Two pencil to record your responses. Eventually, the information will be analyzed via a computer and it doesn't like ink pens.

   Each IBM sheet is to be used to indicate your evaluation of the items on one of three criteria. One sheet is for the first criteria, one is for the second criteria and one is for the third criteria.

   The IBM sheet has spaces for rating from 0 to 9 but we will use only the spaces for 1 to 5. Please note that the zero is not used.

   The objectives have been numbered from 1 to 92 so as to correspond to the IBM sheets.

3. After reading through all the objectives for a given module, go back through them and for each objective rate it on the following criteria:

   First: How clear and well-written is the item?

   1 - very clear and well-written

   3 - adequately written

   5 - poorly written, vague, hard to understand

   The ratings of 2 and 4 may also be used to indicate that the item is somewhere between the anchor points.

   Second: How relevant is mastery of this objective to future Home Economics teachers?

   1 - very relevant

   3 - somewhat relevant

   5 - not relevant

   (ratings of 2 and 4 may also be used)

Third: Should this objective be used for this module?

1 - use the objective as written
2 - use the objective but slight revision would be helpful
3 - use the objective but combine it with another objective
4 - objective should probably not be used
5 - objective should be eliminated

Any comments for revision, combining objectives, etc. can be made on the objectives list.

Appendix D

EVALUATION OF MATCHE IV WORKSHOP

9/23/77

Please check that which applies:

Student _____

Teacher _____

University Professor _____

1. On an index from 1 = very high, 3 = somewhat, and 5 = very low, indicate your interest in the use of competency-based approaches to Home Economics Education.

   1_____ 2_____ 3_____ 4_____ 5_____

2. Indicate the value to you of the presentations and activities of this conference.

   1_____ 2_____ 3_____ 4_____ 5_____

3. Which presentations or activities did you like the best? (Not counting lunch.)

   _____

   _____

4. Which presentation or activity did you like the least?

   _____

   _____

Thank you very much for your assistance.

Appendix E

WORKSHOP PARTICIPANTS

Module Writers

*Jill Armstrong, San Francisco State University
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High School Home Economics Teachers

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Olga Bier, El Centro High, Richmond
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Dorothy Nunes, Las Lomas High, Acalanis
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Dr. Gwen Cooke, Project Director
California State University, Fresno

Maurine Vander Griend, Assistant to Director
California State University, Fresno

*Not able to attend

Appendix F

A BRIEF INTRODUCTION TO COMPETENCY-BASED OBJECTIVES

The major consideration in writing a good objective is that it be precise and measurable.

A good objective has three features:

it should specify the action to be performed
it should specify the conditions under which the objective will be accomplished
it should indicate the criteria for successful completion

In general, **objectives can be classified into one of three domains:

Cognitive - deals with knowledge of specific information
Psychomotor - skills involving actual manipulation
Affective - development of feelings, attitudes, values

Many of the MATCHE objectives are in the cognitive domain. Examples of words used which corresponds to the three features mentioned above might be:

actions - define, discuss, identify, critique
conditions - given a list of
after reading
given samples of
criteria - with a score of x on
according to criteria in the

EVALUATION OF MATCHE IV WORKSHOP

9/23/77

Please check that which applies:

Student_____

Teacher_____

University Professor_____

1. On an index from 1 = very high, 3 = somewhat, and 5 = very low, indicate your interest in the use of competency-based approaches to Home Economics Education.

   1_____ 2_____ 3_____ 4_____ 5_____

2. Indicate the value to you of the presentations and activities of this conference.

   1_____ 2_____ 3_____ 4_____ 5_____

3. Which presentations or activities did you like the best? (Not counting lunch.)

   _____

   _____

4. Which presentation or activity did you like the least?

   _____

   _____

Thank you very much for your assistance.

TABLE 1: INTEREST-VALUE MATRIX FOR MATCHE IV WORKSHOP

INTEREST IN COMPETENCY-BASED INSTRUCTION

VALUE OF WORKSHOP	1 Very high	2	3 Somewhat	4	5 Very Low
1 Very high	TTTT UUUUU SSS R				
2	U	T	S		
3 Somewhat			S		
4					T
5 Very Low					

T = High school teacher

U = University Professor

S = Student

R = Regional Supervisor